

University of Michigan Law School

University of Michigan Law School Scholarship Repository

UMLS Alumni Survey Class Reports

University of Michigan Law School Alumni
Survey Project

Class of 1973 Five Year Report

University of Michigan Law School

Follow this and additional works at: https://repository.law.umich.edu/alumni_survey_reports



Part of the [Legal Education Commons](#), and the [Legal Profession Commons](#)

Recommended Citation

University of Michigan Law School, "Class of 1973 Five Year Report" (1979).

This Report is brought to you for free and open access by the University of Michigan Law School Alumni Survey Project at University of Michigan Law School Scholarship Repository. It has been accepted for inclusion in UMLS Alumni Survey Class Reports by an authorized administrator of University of Michigan Law School Scholarship Repository. For more information, please contact mlaw.repository@umich.edu.

LAW SCHOOL ALUMNI SURVEY Class of 1973

I. INTRODUCTION

The University of Michigan Law School is interested in its Alumni, their post-law school careers, their evaluation of its program and curriculum, as well as their suggestions of improvements. The Law School has conducted surveys for the past fourteen years of its graduates in their fifteenth year after graduation. Five years ago, for the first time, a survey was made of the graduates in their fifth year after graduation. That there is an interest in such a survey on the part of graduates is indicated by the percentages of response: 86% of the Classes of 1968 and 1970, 84% of the Classes of 1969 and 1971, and 79% of the Classes of 1972 and 1973. The questionnaire has been kept virtually the same for each class to facilitate accumulation and comparison of data.

II. THE FRESHMAN CLASS OF 1970

Residence: One hundred and eighty-two (40%) of the 453 members of the graduating class of 1973 were Michigan residents; 42 came from Illinois; 37 came from Ohio; 36 from New York; 19 from Missouri; 16 from Indiana; 15 from Pennsylvania; 12 from California; 9 from New Jersey; 6 each from Kansas, Texas, and Oklahoma; and 5 each from Florida, Iowa and Maryland. The remainder listed 24 other states and 4 foreign countries.

Three hundred and fifty-six questionnaires were returned in time for analysis.

Academic Background: The class entered from a record 130 different undergraduate schools. Schools from most sections of the country were represented, but heaviest representation was from the Midwest and the East. As would be expected the University of Michigan supplied the largest number in the class.

Age: The age range of the class at entrance to law school was from 19 through 30, with the average age 23. The median was 22.

III. THE YEARS 1970-1973

Financial Support: The principal source of income and support during the law school years for most of the respondents was family support (spouse, parents, grandparents, etc.) including money borrowed from relatives. The next most important was earnings during law school years including summer earnings. The third source of support was savings from pre-law earnings. Next in order of importance were

G. I. Bill or other veterans' benefits, listed by 88; University of Michigan administered loans, listed by 81; and non-University of Michigan student loans (those with special interest rate or repayment terms for students), listed by 75. Thirty-seven listed University of Michigan scholarships as a source of support, with 17 listing these scholarships as their most important source, and 2 listed non-University of Michigan scholarships. The least important source of income was commercial loans at the usual rate of interest.

Table I indicates some statistics about students who were employed in the regular academic year while in law school.

TABLE I
Number of Respondents Distributed by Year of Law School and
by Average Number of Hours Worked Per Week During School Terms

| | | LAW SCHOOL YEAR | | |
|--|--------------|-----------------|--------|-------|
| | | First | Second | Third |
| H O U R S P E R W E E K | None | 256 | 186 | 168 |
| | Less than 10 | 25 | 41 | 46 |
| | 10-15 | 28 | 52 | 49 |
| | 16-20 | 23 | 38 | 42 |
| | More than 20 | 16 | 32 | 39 |
| | No answer | 8 | 7 | 12 |
| Total | | 356 | 356 | 356 |

The figures shown do not necessarily follow individual respondents through each year, but the trend clearly shows that more students worked each year and more students worked longer hours each year as they progressed through school.

Grades: Scores for the Law School Admissions Test (LSAT) were available for all graduates. The high score was 765; the low score was 384. The arithmetical mean or average for the 453 was 637. This is a better score than that scored by approximately 87% of all persons then taking the test. The average undergraduate grade point of the Class of '73 was 3.25. For comparison the average GPA's and LSAT's for the classes entering the past 5 years were:

| <u>CLASS</u> | <u>GPA</u> | <u>LSAT</u> |
|--------------|------------|-------------|
| 1978 | 3.58 | 696 |
| 1977 | 3.57 | 684 |
| 1976 | 3.54 | 687 |
| 1975 | 3.57 | 671 |
| 1974 | 3.53 | 679 |

At the end of three years almost half the class members had maintained a law school grade average between 2.0 and 3.0, and a little more than half had averages of 3.0-3.9. Three were in the 4-point range. The average for the class was 2.98; the median was 3.01. The correlation of the LSAT scores to law school grade averages is shown in the following table.

TABLE II
Correlation Between LSAT and Grade Point Average

| | | Three-Year Cumulative Grade Point Average | | | | | | | | | |
|------|---------|---|------|---------|-------|---------|-------|---------|------|-------|------|
| | | 4.0 & Over | | 3.9-3.0 | | 2.9-2.0 | | 1.9-1.0 | | Total | |
| LSAT | 700-799 | | | 43 | 63% | 25 | 37% | | | 68 | 100% |
| | 600-699 | 2 | 1% | 159 | 56% | 122 | 43% | | | 283 | 100% |
| | 500-599 | 1 | 1% | 26 | 32% | 54 | 67% | | | 81 | 100% |
| | 400-499 | | | 1 | 6% | 16 | 94% | | | 17 | 100% |
| | 300-399 | | | | | 2 | 50% | 2 | 50% | 4 | 100% |
| | Total | 3 | 0.5% | 229 | 50.5% | 219 | 48.5% | 2 | 0.5% | 453 | 100% |

IV. THE YEARS 1973-1978

Residence: Three hundred and fifty-four of the 356 who replied are presently located in 35 states and the District of Columbia, and 2 in the Virgin Islands. Table III indicates the movement of the 356 from what was considered the home state at the time of admission to their present location.

TABLE III

| State | Number from State in 1970 | Number Presently Located in State | Net Change |
|----------------------|------------------------------|--------------------------------------|---------------|
| Alabama | 1 | 0 | -1 |
| Alaska | 0 | 5 | +5 |
| Arizona | 1 | 1 | 0 |
| California | 10 | 29 | +19 |
| Colorado | 1 | 11 | +10 |
| Connecticut | 3 | 1 | -2 |
| Delaware | 1 | 1 | 0 |
| District of Columbia | 0 | 37 | +37 |
| Florida | 4 | 3 | -1 |

| State | Number from State in 1970 | Number Presently Located in State | Net Change |
|----------------|------------------------------|--------------------------------------|---------------|
| Georgia | 3 | 8 | +5 |
| Hawaii | 0 | 2 | +2 |
| Idaho | 0 | 1 | +1 |
| Illinois | 35 | 35 | 0 |
| Indiana | 14 | 7 | -7 |
| Iowa | 4 | 1 | -3 |
| Kansas | 4 | 0 | -4 |
| Louisiana | 1 | 0 | -1 |
| Maine | 1 | 2 | +1 |
| Maryland | 3 | 0 | -3 |
| Massachusetts | 0 | 4 | +4 |
| Michigan | 139 | 104 | -35 |
| Minnesota | 4 | 7 | +3 |
| Mississippi | 1 | 2 | +1 |
| Missouri | 15 | 6 | -9 |
| Nebraska | 4 | 3 | -1 |
| Nevada | 0 | 1 | +1 |
| New Hampshire | 1 | 5 | +4 |
| New Jersey | 8 | 2 | -6 |
| New Mexico | 2 | 1 | -1 |
| New York | 29 | 17 | -12 |
| North Carolina | 1 | 4 | +3 |
| Ohio | 33 | 18 | -15 |
| Oklahoma | 5 | 0 | -5 |
| Oregon | 0 | 6 | +6 |
| Pennsylvania | 12 | 9 | -3 |
| Rhode Island | 1 | 2 | +1 |
| Texas | 5 | 6 | +1 |
| Virginia | 1 | 4 | +3 |
| Washington | 1 | 4 | +3 |
| West Virginia | 1 | 1 | 0 |
| Wisconsin | 4 | 3 | -1 |
| Virgin Islands | 0 | 2 | +2 |
| Canada | 1 | 0 | -1 |
| France | 1 | 0 | -1 |
| Germany | 1 | 0 | -1 |

Those listed in column "Number Presently Located in State" are listed by the state in which they have their office. Occasionally the office and residence are in different states.

Size of Communities: Table IV organizes the respondents in terms of the size of the community in which they work; it also compares figures for all lawyers throughout the country.

TABLE IV

| Size of Community | Class of '73 | | All Lawyers in U.S.* | | |
|----------------------|--------------|---------|----------------------|---------|-----|
| | Number | Percent | Number | Percent | |
| Under 25M | 25 | 7% | 132,868 | 37% | |
| 25M to 100M | 49 | 13.5% | | | |
| 100M to 200M | 35 | 10% | 100M to 250M | 39,162 | 11% |
| 200M to 500M | 39 | 11% | 250M to 500M | 41,075 | 12% |
| 500M to 1M | 103 | 29% | 142,137 | 40% | |
| Over 1M | 105 | 29.5% | | | |
| Total | 356 | 100% | 355,242 | 100% | |

*The 1971 Lawyer Statistical Report, American Bar Foundation, 1972

A comparison of the Class of '73 with the consolidated results of the 15-Year Survey of the Classes of '52 through '63 shows a significantly larger percentage of the '73 Class working in communities over 500M and nearly equal decrease in communities under 100M. Unfortunately we do not know the figures for these other classes when they were five years out of school.

TABLE V

| Size of Community | Classes '52 through '63 | |
|-------------------|-------------------------|---------|
| | Number | Percent |
| Under 25M | 273 | 11.6% |
| 25M to 100M | 388 | 16.5% |
| 100M to 200M | 238 | 10.1% |
| 200M to 500M | 244 | 10.4% |
| 500M to 1M | 436 | 18.6% |
| Over 1M | 721 | 30.7% |
| Total | 2,348** | 100% |

*Class of '52 where division was 100,000 to 500,000

** 6 did not answer. Percent based on 2,348

According to the May 1978-May 1979 report of the University of Michigan Placement Office 296 seniors out of 364* had reported definite plans for employment as of May 31, 1979. In previous years the distribution as to size of community was very similar to that of the class respondents. This year a much smaller number, 13.5% of the 296, are locating in communities of under 100 thousand, and a much larger number, 65%, in communities of 500 thousand through over 1 million.

*Figure includes graduates for August and December 1978 and May of 1979.

Table VI shows the correlation between the sizes of "hometowns and present location of class members.

TABLE VI

| Size of City Where Working | Size of City of Origin | | | | | | |
|-------------------------------|------------------------|--------------|----------------|-----------------|-----------------|---------------|------------|
| | Totals | Under 25M | 25M to 100M | 100M to 200M | 200M to 500M | 500M to 1M | Over 1M |
| Under 25M | 25 | 15 | 1 | 1 | 2 | | 6 |
| 25M to 100M | 49 | 21 | 13 | 2 | 4 | 1 | 8 |
| 100M to 200M | 35 | 12 | 6 | 7 | 1 | 2 | 7 |
| 200M to 500M | 39 | 16 | 8 | 4 | 9 | 1 | 1 |
| 500M to 1M | 103 | 15 | 26 | 7 | 6 | 24 | 25 |
| Over 1M | 105 | 21 | 15 | 2 | 11 | 9 | 47 |
| Totals | 356 | 99 | 69 | 23 | 33 | 37 | 94 |

Table VII shows the correlation between size of community and various occupations of the members of the Class of '73.

TABLE VII
Correlation Between Size of City of Present Location
and Occupation

| Size of City Where Working | Occupation | | | | | | Total |
|-------------------------------|------------|----|----|---|---|-----|-------|
| | A | B | C | D | E | F | |
| Under 25M | 17 | 4 | 2 | | | 2 | 25 |
| 25M to 100M | 31 | 11 | 3 | | | 4 | 49 |
| 100M to 200M | 17 | 13 | 3 | 1 | | 1 | 35 |
| 200M to 500M | 29 | 7 | | | | 3 | 39 |
| 500M to 1M | 58 | 36 | 2 | | | 7 | 103 |
| Over 1M | 73 | 27 | 2 | | | 3 | 105 |
| Total | 225 | 98 | 12 | 1 | 0 | 20* | 356 |

*Includes 2 unemployed

Key: A - Lawyers in private practice or in a law firm
 B - Lawyers, salaried other than law firms (excluding judges, teachers and legislators)
 C - Educators
 D - Judges
 E - Legislators
 F - Non-lawyers

Apparently most of the Michigan law alumni are "wedded" to the practice of law - the above table shows almost 91% of those who responded for the Class of '73 are doing just that, and 63% are in private practice. Out of 2352 replies from Classes '52 through '63 in the 15-Year Survey, over 83% are engaged in the practice of law and 64% are in private practice.

Further information about members in these categories was obtained through the questionnaire. Of the 98 lawyers in Category B (salaried, other than judges, teachers and legislators) 60 are employed by federal, state, county or city government. Twenty-six are employed by organizations for profit, and 11 checked "other." Five in Category C (educator) are professors in law schools. Four are in administration, 2 on the pre-college level, one college level, and one in a law school. Three teach at a college or junior college, 2 teaching law. The one judge is an administrative law judge. Of the 20 who checked Category F (non-lawyer) 1 is sole or co-proprietor (owns more than 30% interest) of a business; 4 are employees in supervisory positions (non-government); 3 are employees

in non-supervisory positions (non-government); and 12 checked "other." The "other" included non-profit organization lobbyist, medical student, life insurance/tax consulting, independent contractor paper carrier and volunteer attorney at Legal Aid, library science student, editorial department head of publisher of law books, financial planner and investment counselor, singer-songwriter and private consultant, representative for a labor union local, and 2 are unemployed, one to raise a family.

The questionnaire also requested information on the kinds of work performed by those in Categories B and F (see above). Of salaried employees (either lawyer or non-lawyer, working in an organization other than a law firm and excluding judges, teachers and legislators) 78 are legal staff in corporate or governmental organizations. The remainder have diverse occupations which include President, General Manager, industrial relations or personnel, public relations, tax specialist, trust and estate specialist, prosecutor, public defender, executive director of a legal services corporation, executive director of a non-profit tax exempt foundation, legal services, film industry researcher, consultant in executive compensation, non-profit public interest law firm, appellate work, contract administration staff for a labor union, and teaching law to new military lawyers.

Of the 78 who checked "legal staff, corporate or government," 17 are general counsel, 18 are trial or hearing specialists, 2 are international counsel, 1 is patent counsel, and 3 are legislation counsel. The remaining indicated their job function as one of the following: legal officer for an aircraft carrier, assistant prosecutor, litigation and investigation legislation, commerce counsel, deputy prosecuting attorney, labor law, legal aid, real estate investment, general staff attorney, corporate and finance counsel, commercial law counsel, legal assistant to commissioner of Federal Energy Regulatory Commission, senior staff attorney, assistant general counsel, environmental law, criminal prosecution, IRS staff counsel, assistant attorney general, antitrust counsel to subcommittee on Monopolies and Commercial Law, U.S. House of Representatives, director of judicial planning committee, antitrust and FTC, administrative law counsel, supervisor of trial and other staff, district attorney, and consumer protection.

Combining Categories A and B (i.e., all those working as lawyers whether employed or in private practice, a total of 323) the questionnaire asked for the number of other lawyers in the respondent's office or department. Table VIII gives the results.

Table VIII
Respondents Distributed According to Number of
Other Lawyers in Office or Department

| Other Lawyers | 0 | 1-3 | 4-7 | 8-15 | 16-30 | 31-50 | Over 51 | No ans. |
|---------------|----|-----|-----|------|-------|-------|---------|---------|
| Respondents | 11 | 45 | 40 | 48 | 45 | 33 | 93 | 41 |

According to The 1971 Lawyer Statistical Report, American Bar Foundation, 1972, and other studies, the number of individual practitioners has been steadily decreasing since 1948, while the number of partnerships and associates has been increasing. The Class of '73 seems to reflect this trend. Almost 30% of the respondents in private practice are members of a partnership or professional corporation, and over 62% are employees of a partnership or professional corporation. This makes a total of over 92% of the respondents in private practice thus employed. The 1971 Statistical Report also notes an increase in the percentage of lawyers employed by private industry, educational institutions, and other private employment. Over 18% (65) of the Class of 1973 respondents are thus employed.

TABLE IX
Lawyers in Private Practice*

| Class of 1973 | | | | |
|---|--------|--------------------------------------|-----------------------------------|---|
| | Number | % of Those In Private Practice | % of All 1973 Re- spondents | % of All Lawyers in Practice (1971)** |
| Sole practitioner | 8 | 3.6% | 2.2% | 36.6% |
| Sole practitioner in non-partnership | 9 | 4.1% | 2.5% | |
| Member of a partnership | 66 | 29.9% | 18.5% | 28.5% |
| Employee of a partnership | 138 | 62.4% | 38.8% | (Associate) 7.6% |
| Respondents not in private practice | (131) | | (36.8%) | |

*4 in private practice did not answer this. Percent based on 221.

**The 1971 Lawyer Statistical Report, American Bar Foundation, 1972

One hundred and sixty-two of the 225 practitioners (Category A of Table VII) have been in private practice for approximately 5 years. Forty more have been in private practice for 3 through 4 years, and 23 have been in practice for 1 through 2 years. Twenty-one others indicated they had been in private practice for at least one year, many for several years, although they were not at the present time.

Those respondents who do not work in the field of law were

asked to indicate why. Three wanted to work in business or corporate management. Others indicated: need for greater intellectual stimulation, dissatisfied with doing legal work, return to school for further education, make more money, engage in work involving more public service, not found satisfactory employment. Those who checked "other" cited the following: desire to pursue a career in journalism, wanted more tax work, enjoyed University administration, and wanted to be home while family was small.

Regardless of occupation respondents were asked to indicate the number of firms or organizations with which they have held positions since graduation from law school. The response is given in the following table.

TABLE X
Number of Firms or Organizations

| Number of | 1 | 2 | 3 | 4 | 5 | No ans. |
|-------------|-----|-----|----|----|---|---------|
| Respondents | 166 | 119 | 46 | 14 | 2 | 9 |

Specialties: Those members of the class working as lawyers whether in practice, for government, or for a corporation, were asked to indicate their specialty, or specialties, if they had any. "Specialty" was defined as an area of law in which one spends more than 25% of his working time. Members were asked to limit themselves to three responses. Classifying occupations by subject matter has only limited value in revealing a lawyer's true function. But lawyers are accustomed to identifying themselves in these terms and thus should have a fair notion of the meaning of a classification of the sort listed below. Table XI lists specialties in order of frequency of response.

TABLE XI

| <u>Subject Area</u> | <u>Number of Specialists</u> |
|---|------------------------------|
| Trial, General | 99 |
| Corporations & Business Counseling | 71 |
| Administrative Law | 53 |
| Other | 53 |
| Real Property | 43 |
| Criminal Law | 34 |
| Taxation | 33 |
| Labor Law | 32 |
| Negligence, Investigation & Negotiation | 29 |
| Trial, Negligence | 28 |
| Family Law | 24 |
| Antitrust | 23 |
| Banking & Commercial Law | 23 |
| Securities Issuance & Regulation | 21 |

| <u>Subject Area (cont'd)</u> | <u>Number of Specialists</u> |
|---|------------------------------|
| Trust & Probate | 17 |
| Insurance | 12 |
| Employee Benefits | 10 |
| Public Utility Regulation | 10 |
| Municipal | 9 |
| Bankruptcy-Collections | 7 |
| International Law | 7 |
| Workmen's Compensation | 7 |
| No area accounts for more than 25% of my time | 7 |
| Government Contracts | 6 |
| Legislation | 6 |
| Oil, Gas & Mineral | 6 |
| Admiralty | 4 |
| Patent, Trademark & Copyright | 4 |
| Aviation | 3 |

"Other" specialties listed include: civil rights, discrimination, equal opportunity and civil liberties, social security, grant law, business litigation, estate planning, appellate advocacy, general and criminal appellate, public interest, communications, surface transportation, environmental, energy, First Amendment work, health care, college and university law, surety and fidelity, land use, trade association, securities, class action, educational and school law, public sector labor, poverty law, consumer law, employment discrimination, transportation law-regulatory, franchising, consumer protection, torts, bond financing, public finance, motor carrier law, zoning, arbitration, juvenile, entertainment, competition policy in regulated industries, art law, commercial collections trade regulation, child abuse and spouse battering, trial Federal government and civil.

Women Graduates: In the Class of '73 there were 42 (9.3%) women graduates. That the number of women entering the field of law is on the increase is well-known, and it may be of interest to learn how this trend is reflected in the University of Michigan Law School.

TABLE XII

| <u>Class</u> | <u>Total Number of Graduates</u> | <u>Number of Women Graduates</u> | <u>Percent of Women Graduates</u> |
|--------------|----------------------------------|----------------------------------|-----------------------------------|
| 1974 | 332 | 44 | 13.3% |
| 1975 | 369 | 64 | 17.3% |
| 1976 | 360 | 85 | 23.6% |
| 1977 | 383 | 83 | 21.6% |
| 1978 | 355 | 87 | 24.5% |

Part VIII of the questionnaire was geared to women graduates.

Thirty-four of the 42 women graduates returned completed questionnaires. Eighteen of these said they had experienced special problems in practicing their profession because of their sex. Several cited an initial reluctance of judges and co-workers to take them seriously, difficulty in finding employment and getting salary commensurate with a man of similar background, resistance to putting capable women in management positions, lack of acceptance particularly in labor law, lack of Bar inclusion of women in bar posts, lack of maternity leave policy, competing home-career demands, communication problems resulting in lack of feedback and exchange of information needed to learn both legal and non-legal aspects of job.

Twenty-nine of the respondents are working full time, and 4 part time. Most husbands are highly supportive, although 2 whose husbands were "somewhat negative" are now separated or divorced as a result of the time commitment involved in practicing law. When asked how they managed to combine work with family responsibilities, 17 answered they do so with some difficulty, 3 with ease. Six of those who are married have 1 child each, six have 2 children, and one has 3.

Income: Respondents were asked to indicate their average income (before taxes and excluding investment income) for the past year. Judging from the returned questionnaires the Class of '73 is doing very well financially. Seventy-five percent of the 343 (13 did not answer this section) are earning \$25,000 or over, with 11.5% earning over \$40,000. Fourteen and one-half percent more are earning between \$20,000 up to \$25,000. Over 7 percent are earning from \$12,500 to \$20,000. Table XIII shows the correlation between occupation and income.

TABLE XIII

| Income | Occupation | | | | | Total | |
|-----------------|------------|----|----|---|-----|-------|-------|
| | A | B | C | D | E | | |
| Below \$15,000 | 5 | 1 | 1 | | 5 | 12 | 3.5% |
| \$15,000-17,499 | 6 | 1 | 2 | | 1 | 10 | 3% |
| \$17,500-19,999 | 8 | 3 | 1 | | 2 | 14 | 4% |
| \$20,000-22,499 | 13 | 6 | | | 1 | 20 | 6% |
| \$22,500-24,999 | 13 | 11 | 3 | | 2 | 29 | 8.5% |
| \$25,000-29,999 | 49 | 28 | 3 | 1 | 1 | 82 | 24% |
| \$30,000-34,999 | 59 | 32 | 1 | | 3 | 95 | 27.5% |
| \$35,000-40,000 | 33 | 8 | | | 1 | 42 | 12% |
| Over \$40,000 | 33 | 3 | | | 3 | 39 | 11.5% |
| No answer | 6 | 5 | 1 | | 1 | 13 | |
| Total | 225 | 98 | 12 | 1 | 20* | 356** | 100% |

*Includes 2 currently unemployed and 2 students

**Percent based on 343

Key: A - Lawyer, private practice or law firm
 B - Salaried lawyer, other than law firm
 C - Educator
 D - Judge
 E - Other

Table XIV compares lawyers in private practice or with a law firm with all other respondents as to income.

TABLE XIV
Practitioner Compared with All Other Categories

| Income Range | Private Practitioner | | All Others | |
|-----------------|----------------------|---------|------------|---------|
| | Number | Percent | Number | Percent |
| Below \$15,000 | 5 | 2.3% | 7 | 5.6% |
| \$15,000-17,499 | 6 | 2.7% | 4 | 3.2% |
| \$17,500-19,999 | 8 | 3.6% | 6 | 5% |
| \$20,000-22,499 | 13 | 6% | 7 | 5.6% |
| \$22,500-24,999 | 13 | 6% | 16 | 13% |
| \$25,000-29,999 | 49 | 22.4% | 33 | 26.6% |
| \$30,000-34,999 | 59 | 27% | 36 | 29% |
| \$35,000-40,000 | 33 | 15% | 9 | 7.2% |
| Over \$40,000 | 33 | 15% | 6 | 4.8% |
| No answer | 6 | | 7 | |
| Total | 225 | 100%* | 131 | 100%** |

*Based on 219

**Based on 124

Table XV distributes the private practice lawyers according to the category which most closely describes their situation and income.

TABLE XV
Lawyers in Private Practice

| Income | I | II | III | IV | Total | |
|-----------------|---|----|-----|-----|-------|--------|
| Below \$15,000 | 2 | 1 | 1 | | 4 | 2% |
| \$15,000-17,499 | 2 | 2 | | 2 | 6 | 3% |
| \$17,500-19,999 | | 3 | | 5 | 8 | 3.5% |
| \$20,000-22,499 | | 5 | 3 | 5 | 13 | 6% |
| \$22,500-24,999 | | 5 | | 8 | 13 | 6% |
| \$25,000-29,999 | 1 | 12 | | 36 | 49 | 23% |
| \$30,000-34,999 | 2 | 14 | 2 | 39 | 57 | 26.5% |
| \$35,000-40,000 | | 8 | | 25 | 33 | 15% |
| Over \$40,000 | | 13 | 3 | 16 | 32 | 15% |
| No answer | 1 | 3 | | 2 | 6 | |
| Total | 8 | 66 | 9 | 138 | 221* | 100%** |

*4 did not check category

**Percent based on 215

Key: I - Sole practitioner
II - Member of a partnership
III - Sole practitioner in non-partnership association
IV - Employee of a partnership

In a demographic study entitled "In Search of the Average Lawyer" conducted by the ABA Journal and reported in the December, 1970, Volume 56 issue, the average annual income reported by respondents at that time was \$27,960; the median was \$21,260.

V. THE LAW SCHOOL PROGRAM

The respondents were asked, in the light of their experience, to check areas in which they felt course offering should be increased as well as areas in which it should be decreased, limiting themselves to 3 each.

TABLE XVI

| <u>Course</u> | <u>Increase</u> | <u>Decrease</u> |
|--|-----------------|-----------------|
| Administrative Law | 54 | 6 |
| Business Planning | 76 | 5 |
| Clinical Law | 56 | 15 |
| Commercial Law (including creditor's rights) . | 35 | 9 |
| Constitutional Law | 8 | 9 |
| Contracts & Remedies | 22 | 3 |
| Corporations (including securities). | 61 | 7 |
| Criminal Law | 6 | 22 |
| Environmental Law. | 11 | 15 |
| Estate Planning. | 25 | 13 |
| Family Law | 11 | 16 |
| Individually supervised research | 42 | 11 |
| Jurisprudence (including legal history). . . . | 21 | 29 |
| Labor Law. | 18 | 8 |
| Legal Writing & Advocacy | 87 | 1 |
| Municipal Law. | 8 | 6 |
| Non-law courses in government, finances, etc.. | 30 | 22 |
| Procedure & Evidence | 67 | 4 |
| Professional Responsibility. | 29 | 3 |
| Public or Private International Law. | 6 | 22 |
| Real Property (including land financing) . . . | 37 | 8 |
| Taxation | 21 | 11 |
| Torts & Personal Injury. | 13 | 11 |
| Trial Practice | 128 | 3 |
| Welfare Law. | 4 | 24 |
| Other. | 30 | 2 |

Among "Other" in the increase column were: drafting of legal documents; government contracts; oil, gas and mineral law; economics/law integration; the lawyer as a negotiator; antitrust/trade regulation; natural resources; antitrust; copyright; entertainment law; non-law humanities courses, culture courses; arts law; banking; discovery practice; accounting; employee benefits; writing; negotiating; civil rights and EEOC litigation; energy; government regulation; legislation; and alternative methods of resolving disputes besides litigation.

There were some who felt there should be no decrease in course offering at all, that any decrease would be detrimental to the school's reputation. The suggestions for decrease under "Other" were accounting for law students, and excessive emphasis on Federal Appellate Procedure to the detriment of trial procedure.

The question "What of your law school training is contributing most meaningfully to your present job ability?" brought varied answers. Some named specific courses such as contracts, criminal law,

torts, civil procedure, administrative law, municipal law, clinical law, constitutional law, evidence, estate planning, trial practice, individual research, labor law, legal philosophy, business planning, administrative law, legal writing and advocacy, securities, conflict of laws, taxation, commercial transactions, international law, copyright, antitrust, and consumer law. Others mentioned Law Review, Case Clubs, Moot Court, Campbell Competition, Legal Aid, and Journal of Law Reform. Many cited legal research and writing, others clinical and practical courses, and learning to "think like a lawyer." Also listed were: general classroom interaction of students and faculty; good general background in legal principles; internship with Center for Law and Social Policy; development of analytical skills; challenge by a few outstanding professors to learn and be innovative; general broad understanding of legal concepts and their inter-relationships; self-discipline; accurate and complete preparation; being held to high standards; first-year stress on finding the issue; knowledge of substantive law; associations with students and faculty members of high caliber; ability to think and reason on a theoretical basis; the developed ability to work quickly under pressure; ability to work long hours and devotion to excellence; the experience of attending a professionally administered institution and associating with intelligent, motivated students; free exchange of ideas and opinions in and out of class; Socratic method of teaching; the degree.

However, not all respondents were enthusiastic about the law school's contribution to their present situation. A few said none of it was helpful, and some said very little, or nothing in particular. Several felt the absence of clinical law programs at Michigan was very disappointing.

Most of the respondents wrote something in the space provided under Comments. Below are some quotations and excerpts:

"I'm quite pleased with my law school experience. I look back on it as three strenuous but satisfying years. Having recently entered law teaching myself, I particularly appreciate the quality of education I received at Michigan."

"I see attorneys leaving the practice of law because there are too many people in the field. This should not be a problem for U-M grads but perhaps some attention should be paid to the possible alternatives for law students besides working as a lawyer since, inevitably, some students will be faced with that prospect."

"I hope you receive a significant response, there is much timely self-study to be done in this field."

"I am in private practice-with one employee associate. My education could have been sounder had I known in law school that this is what I would be doing. I believe it is difficult, if not impossible, to predict one's needs while still in school. Consequently, I believe that basic education and the mastery of basic skills and training is one's best preparation."

"One of the reasons it is so hard for a law-trained person to get out of the mold is that most people have as narrow and provincial a view of what legal training is good for as this questionnaire reflects. You are clearly utterly uninterested in any of the creative things I have done with law since my graduation, since there is no place at all to mention it here..."

"I would encourage you to develop courses which train new lawyers how to investigate and to develop facts."

"Next survey ask which professors still on faculty that should be 'canned.'"

"Since I specialize in general corporate litigation, I have found that the subject matter of the courses I took in law school, with the exception of the basic first-year courses, was not as important as the ability to analyze, as taught by the fine professors at Michigan. I cannot, and will not, rely on memories of what the law was on a particular issue when I took the relevant course in law school. Instead, I must quickly grasp the relevant law through intensive research and structure and defend my strongest position. This is exactly what occurred in almost every course I took at Michigan--I read the assigned cases, was required to take a position in a hypothetical posed by a professor, and was forced to defend that position. The only improvement I could suggest would be to reduce class size to accomodate and promote greater student participation."

"I practice corporate law in a big law firm. If I had it to do all over again, I'd take almost nothing but basic corporate and commercial courses in law school--lots of tax, antitrust, UCC, etc. I also think there's a crying need for training in clear writing, but, the only way to teach writing is to have a very high teacher-pupil ratio and have the instructor criticize samples of the students' work carefully. I doubt that it's possible to make any substantial improvement in students' writing style on a large scale."

"This questionnaire is not well designed for someone in my situation, since I have worked, have taken time out from my career to start a family, and plan to go back to work in the near future."

"What the hell happened to the parking lot next to the library?"

"My feeling while at law school was that the students viewed the primary purpose of school to learn rules--i.e., by memorizing all the rules you get an 'A.' A more productive atmosphere would be attained if somehow the emphasis can be placed on legal analysis and theory. In addition, the school, i.e. administration and faculty, should treat students as individuals and with some respect."

"Thanks."

"As a 'business-oriented' lawyer, it would have been helpful to have had more business and financial non-legal courses--perhaps similar to MBA curriculum courses."

"...law school was not a great experience for me, but instead something that had to be done. Probably 3 years in Army cut into my thirst for the books and the educational experience."

"I feel that I had an excellent legal education. However, the law school, especially the faculty were for the most part cold. After five years I am still uncertain whether trained to practice law."

"...an important, related question would pertain to race as a factor in employment. I have now and had in law school extensive family (we, wife and I, have a 'dual career' marriage) and financial pressure (due to family socioeconomic background). As a minority, law school at Michigan was a severe 'culture shock' which affected my performance profoundly. The law school might well consider addressing this non-academic, human problem because minority people have much in their background which could enrich a fine institution like Michigan Law School and the legal profession in general. I do not feel my talents were adequately brought out at Michigan for these reasons..."

"I was an extremely unsuccessful law student and indeed feel fortunate to have even graduated. At the same time, I always knew that I would be a good attorney. Law is a people-oriented profession, and while there is something to be said for academic achievement, unless one can deal with people and get the job done then all the academic knowledge available isn't worth a damn. I found that it was the development of an over-view of what the law is, how it works and how I can get it to work for my clients that makes me successful to the extent that I am. My Michigan training was so thorough (despite what my grades would indicate) that I developed a good sense of what the practice of law would require. I have, on occasion, encountered former classmates, many of whom are still laboring away at prestige firms in the hope of making partner. Many were far better students than I, but I have not seen that this is any indication of success as an attorney. Maybe you know what this

means as to the teaching of law. I don't. In any event, my work at Michigan was invaluable, and it is for this reason that I will always support the law school. I trust that the others must feel the same way. I hope so."

"I am married to a woman attorney who has a career similar to my own..."

"Even 5 years after graduation I am still convinced the extreme competitive grade pressure was disruptive of the educational process. Some tempering of this factor would generate a better quality law-school product. I have found no analogy to the frenetic, grade hunger in the 'real world.' The focus in law school is a diversion with serious consequences."

"I would encourage law school students to take as broad a variety of courses as possible. Too many students believe that they can graduate from law school as fully developed specialists in 'corporate law,' or 'environmental law' etc. As the curriculum is presently structured, and given the total time allowed, students would do well to obtain a broad, general background in as many areas as possible plus a few courses of an advanced nature in their areas of special interest. The student who sees himself as a corporate lawyer would benefit from a course in criminal procedure as would the student who sees himself as a tax specialist. Similarly the student interested in labor law would benefit from exposure to a course in corporate taxation or one in international law. Although many students believe that an employer will be impressed with their law-school acquired 'expertise' in a particular area or specialty, I think most employers are seeking young attorneys with a broad (if thin) foundation who can develop specialties after working in an area for several years."

"Given the number of courses which can be taken is limited, the real problem is selecting the right ones from the ones available. I imagine that many members of the class of '73 would be quite happy if they could switch some of the courses they took to other ones that were then available. Having stated what is obvious, I offer no solution."

"...although a look at my responses...would indicate exactly the opposite, I now work and live in a much less densely populated and smaller metropolitan environment than that in which I was raised."

"Michigan Law provided an excellent academic experience. I take great pride in my school and my profession."

"...I find it a little difficult to find categories...which precisely describe my position as a senior staff attorney with a legal aid program..."

"I feel I received a good legal education at U of M, however I probably would have benefited from clerking while going to school. I am fearful that U of M is in danger of becoming too exclusive--some of the best lawyers I have encountered are 'doers,' not 'book-worms.' One last comment: I am still bitter about two professors at the Law School. [One] is a charlatan and [the other] is a pompous ass."

"Would recommend moot court experience be moved to second year, mandatory minimal participation for all and utilize the first year time thus available for upgrading the legal writing feedback and experience."

"(1) The Univ. of Mich. Law School should update to modern reality, i.e. that most valuable property rights along with the collision of private vs public interests and rights occurs in the first instance in extensive administrative proceedings before state and federal agencies, and only in some cases, are issues simplified and narrowed via appeal in the courts. Consider: telecommunications, utility regulation, energy matters, numerous environmental matters, food and drug matters, OSAA, even election law, etc. Further, the number of legal and factual issues, pre-trial or pre-hearing discovery, etc, surrounding such protracted struggles can be awesome. My formal legal education, in retrospect, was deficient by the absence of a well designed program in the following: utility law, regulated industries, energy law, oil and gas, environmental law, administrative law, training in extensive pre-trial discovery (interrogatories, admissions of fact, depositions, state and federal administrative procedure, etc.) In addition, the Clinical Law Program was aimed at local district and circuit court cases involving minor criminal matters, divorce, and creditor suits--Is there any means to provide such students with an appreciation of some of the battles going on in state and federal administrative agency proceedings where the stakes may be vast and where the result may affect the entire general public?

(2) The U of M Law School's long-term strength can be enhanced by developing programs not only for would-be corporate lawyers, but also for those who are interested in working on behalf of the public interest in complex fields--such as antitrust, utility regulation, securities regulation, energy matters, natural resource and environmental matters, etc. In this regard, public interest law involves many other fields besides welfare matters and civil rights issues which are usually tabbed with this label. Finally, besides a complete educational program for lawyers interested in these public interest fields, your admissions committee should be attuned to spotting those applicants who have demonstrated an interest and a competence in this direction."

"Next year I will be teaching at a Law School..."

"Since leaving law school I have worked as an administrative hearing officer. However I am not practicing law per se, I am dissatisfied with my present position, and would much rather be doing something else."

"My law school experience would have been much more meaningful had it not been oriented so overwhelmingly towards the private practice of law. Much more is needed for the lawyer going into a career in an organization with a non-legal orientation, i.e., courses relating to the lawyer's role in a non-legal organization, legal responsibilities and ethics in the business world, negotiating and drafting business documents (particularly financial documents), more courses dedicated exclusively to securities law and corporations, etc. The basic first year courses, in particular, are practically worthless for such a lawyer."

"I believe the following changes ought to be made in the curriculum and teaching methods of the law school: 1. The amount of written assignments ought to be increased. The school is woefully deficient in this regard. 2. After the first year, too much time is spent reading and analyzing cases and in so-called Socratic discussions. Other approaches ought to be considered which could increase the amount of material covered and at the same time provide greater variety and interest to the students. 3. The overall approach ought to be shifted from a negative reinforcement approach to a positive reinforcement approach."

"Most of my practice consists of trial work and brief writing for the general trial courts. There was little in law school which prepared one for the 'nuts and bolts' of trial work. Fortunately, my law school training did not allow me to 'swim' when encountering the 'rip tide' of a judge or jury. The legal research aspect of Michigan's training was quite unrealistic and, I have found, out of step with the requirements of some of the lower level courts. It is doubtful, however, that much more could be done in this area due to the diverse requirements of the students and the courts."

"Just terminated association with (now defunct) firm... and formed partnership..."

"It may be the disadvantages I face as a female trial attorney are balanced by advantages. I tend to stand out in the courtroom crowd simply because I am a woman--which helps in getting and holding the judge/jury attention. Actually that's the only advantage I can think of. I believe I've been spared some discrimination by being in government service or private sole practice. I believe and witness considerable discrimination in the private sector."

"The question of income from principal occupation does not take into account other income which has been generated because of a lawyer's skills..."

"The curriculum should place more emphasis on research and writing in second year. As I recall, there was always a conflict between course work and case club responsibilities in the first year. Writing skills are essential in actual practice and should be emphasized for all students, not just those on various journals. Greater credit for writing courses should be given. Emphasis in writing courses should be on short and medium length projects, as well as letter writing. It is rare in my practice to do memos or briefs beyond 10 pages. Anyway, many lengthy projects contain boiler plate along with creative writing. Basics should be emphasized more, with less exotic courses. The one exception is new federal laws--i.e. health, safety, etc. Also, securities regulation and basic courses in tax and consumer laws (Truth in Lending) should be required."

"The questionnaire doesn't inquire as to the respondent's race, an omission I think unfortunate if the results are to be used in counselling. While I am in a large corporate firm doing fairly challenging work, I know of many black classmates who are working in jobs far below their potential. The Michigan Black Law Alumni Society has ascertained that the largest employer of U-M Law School black graduates is the government (federal, state, or local). While some government lawyering jobs are challenging, many are not. I think it is a waste of a U of M Law education to allow the school's alumni to turn into bureaucrats--but the only employers willing to hire the school's black graduates on a consistent basis are governments. There are several reasons for this, one of them being the blind devotion of elite law firms' recruiting committees (including this firm's) to grades as the indicator of ability to practice law. Although most lawyers will admit that grades do not necessarily predict one's ability to practice law, most are afraid or too unimaginative to rely on anything else. This attitude, plus the historical tendency of blacks as a group to have lower GPA's than whites (the reasons for this are another story), means very limited employment opportunities for black alumni. There is a job here for the placement office, if not some enlightened faculty committee, in at least educating recruiters to the limits of grades as predictors of real world skills."

"As a lawyer for a non-profit public interest organization specializing in the protection of constitutional rights, I note that this questionnaire is not at all geared to cover individuals in my category. That fact may reflect the unfortunate reality--no one expects Michigan Law graduates to devote their career to this type of work."

"I would recommend a dramatically different approach than the Socratic method of instruction. My law school experience was made more annoying (and less productive) as a result of the intimidating aspects of this age-old practice. In fact, the time spent in badgering students could be more beneficially utilized in teaching them the law (despite what Prof. Kingsfield may tell us). The law school final exam is another area which should be re-evaluated. It seems to me that the essay questions on the two bar exams I've taken (Mich. & Mass.) were much fairer than those on law school exams. They (the bar questions) seemed to be looking for the examiner's knowledge of the law rather than for the organized schematic of a Rube Goldberg contraption. It should be noted that in five years of practice, I have never been faced with a 28-issue problem which demanded resolution in one hour. A significant change in either of the two items mentioned above would do far more for creating a healthy academic climate than all the machinations with different course offerings will produce."

"I find the training in the law I received from the U of Michigan Law School to be excellent. I would recommend mandatory courses or courses in simple drafting of pleadings, perhaps to be integrated with the Legal Writing and Advocacy course to be taken during the second year. Although the Legal Writing and Advocacy course was OK when I attended the Law School (mandatory for 1st year students), its scope focused too much on the appellate level. I believe there should be greater emphasis at the trial level."

"The law school provided me with basic tools which experience has honed and supplemented. The school should emphasize to the student that the institutionalized educational process is only a part of the process by which a competent attorney is created."

"Adjusting my career to my home life took a great deal of thought and effort--I do feel, however, that the adjustments were worth the effort, and that my personal and professional life fit well with one another."

"My major criticism of my education at Michigan Law School was the total lack of practical experience I received during my first year. I had difficulty relating to much of the theory taught in many of the courses, and I shared this problem with a significant portion of my class mates. It wasn't until I worked as a summer clerk (second summer) and participated in the Clinical Law Program (third year) that I acquired any practical experience. Thereafter, my entire attitude toward what I had previously considered a boring ordeal changed: I became more highly motivated and the theoretical courses became more meaningful."

"I am very proud of having attained my J.D. from U. of M..."

"I believe more emphasis should be placed on studies in jurisprudence or legal history. This is not because it is beneficial in my work but because it would assist me in understanding the legal system. I believe all lawyers should have an appreciation in depth of this matter. Further, emphasis should be placed on the limitations, if any, which should be placed on the role of a lawyer in our society. Too often, I believe, lawyers tend to accept clients without regard to the social impact of the result sought to be obtained. Lawyers also tend to assume too much the role of the 'advocate' and not enough of the role of 'mediator.' I believe this intense zeal in representing one's client's interests is oftentimes detrimental to the legal system as a whole. Perhaps the law schools, including U of M, could address this problem by emphasizing more philosophical issues as opposed to courses in the substantive law."

"Every time I reflect I'm more and more grateful for the fine combination of the practical with the theoretical in the law which I received in my education at the U of Michigan."

"I do not believe enough emphasis is placed on the practicalities of the business world. Law grads are somewhat realistic, and this is fine. But the 'street smart' lawyer is the most effective one and, ultimately, the most successful. While legal theory, analysis, etc. should be taught, how it should be used in the real world is just as important."

"My academic experience at Michigan provided me with an ample basis for success in private practice. I regret, however, that there were not more opportunities to work more closely in many ways with the faculty. I cannot emphasize enough the need to provide students with writing experience. Additionally, I would like to see the Law School take steps to create more of a personal bond among both the students and the alumni."

"Having graduated from U of M is an asset in two ways. First, employers regard it as a good school. Second, they are right. In comparing myself to my peers who have graduated from other law schools, I find that I have superior skills and a firmer grasp of the 'common law' and how it works."

"While this consideration may be inconsistent with U-M's philosophy, I strongly feel that more attention should be paid to the ability of Michigan's professors to teach. There were a few professors who were absolutely abysmal. This problem seemed more acute in relation to the visiting professors, some of whom were 'auditioning' for a shot at the big time. More attention should also be paid to counseling students who have little pre-law school exposure to law."

"I would strongly suggest that the Law School place more emphasis on the art of writing."

"I work for a 20 lawyer defense litigation firm on an independent contractor basis. I work in the office one day a week, and at home, and am paid an hourly rate. This arrangement is necessitated by my desire to be home with my children while they are very young..."

"If you were really serious about improving U of M legal education you should: 1. Leave 1st year alone, except for having full credit, full term course in writing and research. 2. Devote at least 1 semester after 1st year to trial practice, legal pleading preparation, emphasizing practical aspects of practice."

"Even after all my UM law school loans are fully repaid, I will still owe the school a vast intangible debt. After years of sweating there, for B's and C's (and an A or two), I graduated and found that the school has a magnificent reputation out here in the real world, a reputation that, incidentally, tremendously helped me. I can't really comment on how you might 'revamp' or 'update' your course offerings, but I feel very strongly that the caliber of the UM law faculty is far and away the school's greatest asset...if you can keep them, I suspect all your other problems will be small ones."

"I have not suggested any changes in the law school curriculum because I believe that the necessary legal skills do not change dramatically from one substantive area to another. Accordingly, I think that they can be taught--to the extent that they can be taught--in one course as well as another. I have spent much time dealing with statutes too recent or too arcane to have been the subject of a law school course. Thus, I believe that the skills one learns are probably more important than any in-depth knowledge garnered in law school of a substantive area."

"More sections in The Lawyer as a Negotiator, etc. would be warranted when student demand for such courses is evident, yet unmet."

"As I specialize more, I have decided that the particular course offering is not so critical as getting a broad overview of all legal areas, and gaining the ability to reason critically and research thoroughly. I believe U-M succeeded in imparting those abilities."

"I would suggest that the number of entrants for all law schools be reduced. The increased number of lawyers has created a general decline in standards--both professional and ethical."

"I hate to say this, but I had no idea what I would pursue, and

took all the wrong courses. I even avoided writing which is 90% of my practice. I would take some different courses if I had law school to do again. The emphasis would be different."

"My experience at Michigan was very rewarding both professionally and personally. Course selection was not as important as professor selection."

"With respect to the programs of training offered by the law school, I believe that students (especially those who are not members of the Law Review staff) would benefit greatly from a course or program in legal research and writing, in addition to the freshman case clubs and the Campbell Competition. The ability to research and write quickly and effectively is necessary to the successful practice of law in my experience and developing that ability should be an important priority of legal education for all students."

"Looking back, I feel that Michigan provided an excellent education. It would be good to have more personal contact with professors. Perhaps the seminar requirements could be increased."

"I support Prof. Carrington's advocacy of a 2-year law school. I also think legal pedagogy is seriously outdated. The case method should be but one teaching method, limited to 1-2 courses in the first year and perhaps 1 in the next year. Doctrine can be taught much more efficiently in other ways. As for legal thinking, training should derive from practice, minimally from classrooms. More emphasis should be placed on the lawyer's role as ombudsman and agent of conflict prevention or resolution. More consideration might be placed on teaching lawyers to simplify and convey legal rules to the citizenry. The great separation between professionals and lay persons in their understanding of the law is a politically disastrous development."

"I have marked 'Trial Practice' as needing increased emphasis, but with some reservations. Good trial ability takes years to develop, and, in my opinion, the tutelage of an experienced trial attorney in actual practice is the best training. However, some basic training should be provided in law school....I feel that no change in course offerings is necessary. This is not to say that the curricula should stay static perpetually. Some course variation is necessary to adjust to student demands and changing times. However, I found the course offerings available when I was a student to be quite to my liking."

"...Michigan could garner a bit more alumni support if it ran courses - 1 or 2 weeks - which survey new developments and general law in securities, corporate taxation, etc. on the Harvard model."

"I feel that the curriculum was excellent. Perhaps the most striking aspect of private practice to me was the complexity of the problems faced and the need to be able to find all the facts. Problem solving type courses may be a possible 3rd year offering to prepare for this aspect of practice. On the other hand this may well be one of those things you have to learn as you go in practice."

"I practiced law in my hometown for a year after I graduated from Michigan. For a variety of reasons (not just because I was dissatisfied with practicing law)...I applied and was accepted to medical school - a decision for which I have no regrets, but rather the utmost praise. Whether I will combine law and medicine after my Ob-Gyn residency remains to be decided."

"In light of my experience, I think that the law school could greatly improve its career counselling for women. Those who seek leadership positions in law firms and agencies should be encouraged to take a course in management and to learn ways to cope with discrimination without jeopardizing one's career. Pretending that it does not exist is not efficacious."

"I do not feel that course offerings should be reduced, because of the many different careers possible within the profession. The courses pertinent to my career are not necessarily relevant to other legal careers, and vice-versa."

"I feel that my legal training at the University of Michigan prepared me extremely well in the areas of legal research and analysis of legal problems. I do not feel that I was given sufficient training in the practical application of analytical skills such as drafting, business planning, etc. Although some practical courses were available, they were usually limited enrollment. Moreover, the importance of practical courses was not sufficiently emphasized."

"One serious shortcoming of a national law school such as Michigan is that students graduate without much practical experience. More emphasis needs to be placed on tools students will need in the 'real world.' Too many students graduate without knowing how to draft a complaint, answer a complaint, draft a will, draft a contract, etc. In this respect, I think law schools can learn a lot from medical schools. Can you imagine a doctor graduating from medical school without ever having read an EKG or administered a shot?"

"...now find myself in the curious position of having been accepted in four jurisdictions, but unable to find work thusfar. The recession and my illness cost me dearly..."

"Some important legal areas where law schools could best provide training but which are virtually ignored by law schools are: social security law and pension law. I do not share the belief of many that clinical law courses are important for law students--even though I am engaged in trial practice. Law students need to be exposed to as much of the academic or theoretical side of the law as possible while they are students because they will not ever have as much time as they like to become acquainted with aspects of theory when they are in private practice. On the other hand, law schools will never be equipped to provide more than marginal benefits in clinical law programs."

"It has only been within the last year that my career objectives have become defined. Following graduation I entered private practice...insurance defense litigation. I then moved to Hawaii ...as a staff attorney for the Legislature...I have moved increasingly toward real estate practice and now intend to make it my career specialty. I am, however, essentially beginning anew for the third time."

"As long as U of M aims at only top 10% of class and has immense class size the courses at U of M will be an ordeal more than a way to learn to think like a lawyer."

"Aside from being black and female, having attended law school endowed me with another handicap - a professional. My chances and/or opportunities for marriage and children have diminished substantially since I graduated. The attitude of men, I find, in and out of law, toward a woman lawyer is tolerant at best. To my utter shock, I was admitted to the Virgin Islands bar (on my state license) before a federal district judge, who stated in open court that he was doing so with 'much trepidation' as there were too many women coming to the bar. I am increasingly beginning to resent my own choice to pursue law as a career..."

"The law school spends much too much time on the common law courses to the detriment of statutory courses. Professor Pierce's legislation course brings home the point that judges most commonly are interpreting statutes, not declaring the common law. Second greater emphasis should be placed on teaching FACT development. A statute makes sense when viewed in a specific setting. Too many courses teach case law as if the underlying fact situation is irrelevant."

"Even in Rochester, New York, the U. of M. Law School has a prestigious reputation which is an advantage both in seeking employment and in practicing law."

"I suspect the Law School could do a great deal more to encourage the assistance of future graduates with its problems, financial and otherwise, by treating students as human beings not unwashed ignoramuses. Treatment of the non-law review types as something more than admissions' errors might also help....I also suggest that greater assistance be given students in finding jobs in areas other than the Wall Street class of law firms. When I was a student, it was apparent, despite the heroic efforts of the Placement Director, that the funding priorities were directed at placing the students with the best academic records in the 'best' firms. The rest of us were not afforded adequate opportunities for interviews with firms likely to hire us. I wasted a great deal of time before reality became apparent.

...The quality of the theoretical education I received was superb. Although I did not know how to do anything practical when I graduated, I soon picked it up. I hope that School does not get too carried away with clinical law - that is not what you do best."

VI. CONCLUSION

The Law School is most grateful to all those members of the Class of '73 who took the time to fill in and return the questionnaire or write a letter in its place. The school will appreciate hearing from anyone who can supply the addresses of Preston Eugene Dobbins and B. Haven Walling. It is with regret that the school reports that the following members of the Class of '73 are deceased: Stephen Menefee Blackwell, Jack Leonard Trinklein, and Thomas George Trott.